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ABSTRACT

In parts of rural New Brunswick (Canada) a milder form of French immersion instruction was developed in the late 1970s. It is called "Extended Core French" or "Single Subject Immersion, grades 7-12." Twenty to 30 percent of students in these programs can reach the oral proficiency level achieved by Early Immersion Students. This paper is an attempt to show that a form of partial French second-language immersion has developed favorable results compared to Early French Immersion. In addition, the paper suggests that the partial immersion model holds some promise for American foreign language and international education. (VWL)

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NEAR IMMERSION RESULTS IN ONE-THIRD OF THE TIME

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Abstract

We are all familiar with the success story of Early French Immersion in Canada. By grade 12, many Canadian students in the Province of New Brunswick enrolled in Early Immersion score at level 3 on the Oral Proficiency Scale. (Level 1 - Basic Survival, Level 2 - Social Survival, Level 3 - Work Survival). This is achieved through a French language time-on-task of over 6000 hours accumulated from grades 1 to 12. For an input of 53% French, one can reasonably expect an output of level 3 speaking and writing proficiency.

However, in some rural parts of New Brunswick (where parents consider 53% French input too high and where the sparse population makes it difficult to create French Immersion Centres), a milder form of Immersion was developed in the late 70's. It is called "Extended Core French" or "Single Subject Immersion, grades 7-12". 20% -30% of Extended Core students can reach the oral proficiency level achieved by Early Immersion students.

For a total input of 1750 hours. (French and another subject in French or 15% French overall from grades 1-12), "Extended Core French" students can expect an output of level 2+ proficiency.

These results are of interest to American educators desirous of raising the results of the teaching of any foreign language almost up to the level achievable by total immersion for a quarter of the students enrolled in Extended Core. The generic plan will be explained in detail:

A. Grades 1-6 - enriched Foreign Language course, 30-40 minutes daily; the course is infused with Social Studies, Science, Math, Art, Music, etc. ("Le Francais en Action" by D.C. Heath, Canada.)
B. Grades 7-12 - Single Subject Immersion: Core French, plus another subject in French. Within Core French from grades 7-12, emphasis is on the "communicative - experiential" approach with some grammar and literature by grades 11 and 12. But in the other French subject, the emphasis is on imparting content. (Junior High courses in Late Immersion Sciences Humaines and High School Immersion courses in World Issues, Theatre Arts and Family Studies.) Two weaknesses of the Extended Core approach are some loss of content in the "extended" subject compared to the English equivalent and lower written proficiency compared to Early Immersion.
C. Supplementary exposure to French outside of school - local Immersion Camps, Cultural Exchanges with French areas of New Brunswick, etc.

Development of appropriate American curricular materials in the target foreign languages would be the key to successful implementation. The result? - Public schools could produce citizens with the typical American educational background, plus foreign language skills in keeping with the new world order and U.S. international aims. The ordinary foot soldier at age 20 could be proficient, for example, in combat and in Arabic, the 6th most used language or in Russian the 5th most spoken language. The New Brunswick public school experience shows that many graduates of Immersion, including "Single Subject Immersion, grades 7-12" can be ready for adult tasks in the world of work in their second language at age 18.

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I. Introduction

This paper is an attempt to show that a form of partial French second language Immersion developed fifteen years ago in western New Brunswick, Canada has achieved favourable results compared to Early French Immersion. In addition, it will suggest that the partial Immersion model holds some promise for American foreign language and international education.

The success story of Early French Immersion in Canada has been amply demonstrated in the literature (Hart, Lapkin, Swain 1988. Parkin 1987. Morrison 1986. Stern 1984. Gray 1981). The published research, in summary, shows that Early Immersion students are superior in French compared to Core French students (who study French only one period per day). The Immersion students tend to score higher on measures of attitude and motivation to learn a second language, on oral French proficiency tests, on tests of knowledge of French-Canadian culture and willingness to use French when meeting Francophones. They also achieve about the same scores in English Language Arts and other subjects as Core French students.

However, the data contain an encouraging result of interest to proponents of partial or late-entry Immersion programs. "Data collected so far suggest that differences between the early- and late-entry Immersion students may decrease as they progress through High School" (Morrison 1986: II). The results in the area of French oral proficiency in Morrison's Ottawa-Carleton study are confirmed in the Metropolitan Toronto School Board study (Hart, Lapkin, Swain 1988: 26-27). They are also confirmed in the eleven studies of second language retention in a recent special edition of C M L R (Bahrick et al. 1990: 289 - 303). The comparisons in this paper will also be based on oral proficiency scores - unless otherwise stated.

II. Definition of Terms

A. Oral Proficiency Rating Scale - 3 Main Levels

By Grade 12, many Canadian students in the province of New Brunswick enrolled in Early French Immersion score at level 3 (Advanced) on the Oral Proficiency Scale. (See Appendix A for a full description of the 5 levels - Liskin-Gasparro 1984: 475-489).

A succinct but unofficial description of the first 3 levels would be "travel" survival - level 1, "social" survival - level 2 and "work" survival - level 3. The terms "travel", "social" and "work" describe the situations or areas in which the student would feel comfortable using the second language. The updated 1986 ACTFL guidelines speak of "novice", "intermediate" and "advanced" (Byrnes, Canale 1987: 15-24). The updated New Brunswick Department of Education terminology is "basic", "intermediate" and "advanced/superior". (See Appendices B, C, D, and E for the 1987 - 1990 results of the 20 minute Oral Proficiency Interview administered to all Grade 12 students studying French.)

In general, three oral proficiency levels (whatever the designations) are considered sufficient for use in public schools. Levels 4 and 5 apply to adult learners.

B. 4 Degrees of Immersion - Time-on-Task

Early Immersion students, as was stated previously, set the standard of achievement by scoring at the highest level of oral proficiency - level 3 or "advanced/superior". Appendix E indicates that about 60% of Early Immersion students reach this level.

There are many possible variations in the degree of "immersion" in the second language. In New Brunswick, there are four main forms - early mid, late and partial. The "partial" immersion has 2 descriptive titles. It is called "Single Subject Immersion" by some since only one subject is taught in French (usually Social Studies) beyond the "core" or basic French course. It can also be referred to as "Extended Core": - since the study of Core French is "extended" to include another subject taught in French. The terms are used interchangeably in this paper since they describe the same program. For the reader who is interested in what grade French instruction begins and in what percentage of the instructional time is devoted to French in the four main variations of Immersion, four appendices have been prepared. (See Appendices F, G, H, I.) (Lang 1989)

The reasons for the success of **Early Immersion** can be seen in Appendix F. In Grades one to three, about 95% of instruction is in French. By the end of Grade 12, over 50% of the potential Grades 1 to 12 time-on-task has been taught in the French language. So, in return for the 6000 hours of accumulated French instruction (input), there is an "output" (by 60% of the Early Immersion students) of level 3 (advanced/superior) oral proficiency in French. Twelve thousand students of the ninety thousand English-speaking students in New Brunswick public schools are enrolled in Early Immersion from Grades 1 to 12 (N.B. Department of Education 1991).

The three other forms of Immersion in New Brunswick are also popular. They are the new **Mid-Immersion** program, starting in Grade 4 (4500 hours of French time-on-task - Appendix G), **Late Immersion** starting in Grade 7 (2500 hours - Appendix H) and **Extended Core/Single Subject Immersion** (1750 hours - Appendix I). About ten thousand students are enrolled in these three Immersion variations. All other students are enrolled in Core French from Grades one to ten on a compulsory basis. Those students who continue to study Core French, on an optional basis up to Grade 12, accumulate 1300 hours of French instruction. (See the visual comparison of Core and the four Immersion variations in Appendix J).

C. Advantages and Disadvantages of Extended Core /Single Subject Immersion

A comparison of the results on the N.B. Oral Proficiency interviews (Appendices B, C, D, E) shows that the **Extended Core** program (Core French, 5 periods weekly and Social Studies, - 3 times weekly in French) delivers higher oral proficiency skills than **Core** (French 5 periods weekly). In fact, Appendix E shows that about 30% of Extended Core students can even reach the top level (3 - advanced/superior) that the majority of Early Immersion students reach.

This is accomplished by Extended Core students who have had only **15%** French time-on-task (1750 hours) compared to Early Immersion students who have accumulated 6000 hours of French instruction or over **50%** of their time-on-task. Appendix K shows the tendency of some later- entry Immersion students to "catch up" to some Early Immersion students. This is a

confirmation of the Ottawa-Carleton and Metropolitan Toronto studies mentioned previously (Morrison 1986 and Hart, Lapkin, Swain 1988).

The Extended Core program is valuable in rural areas where it is difficult to create and maintain Early Immersion centres. It is ideal for parents who want more French fluency and language proficiency than Core, but less than Early Immersion for their children. Two weaknesses of the Extended Core approach are some loss of content in the Immersion subject (usually Social Studies) compared to the English equivalent and lower written proficiency compared to Early Immersion results.

On balance, the Extended Core results may be applicable to many School Districts in the U.S.A. It is assumed that the Extended Core model, described next, could lead to foreign language proficiency levels which compare favourably to Early Immersion for some students. In addition, the study of foreign languages could be linked with international, multicultural and global education (Becker 1990: 89-90). This would make the study of foreign languages and the understanding of related cultures serve U.S. national aims in politics and economics.

III. Description of the Program - 3 Part Plan and 4 Factors

It might be useful to describe the Extended Core program which has helped the students of north western New Brunswick (near Presque Isle, Maine) achieve favorable scores on the N. B. Oral Proficiency Test at Grade 12.

A. 3 Part Plan

1. Grades 1 to 6 Core French for all students (French is compulsory for all from Grades 1 to 10 in New Brunswick).

In Grades 1 and 2, there is a readiness course ("Pirouli") designed to increase motivation and listening comprehension - twenty to thirty minutes daily. It consists of activities conducted totally in French - pre-writing and pre-mathematical activities, socialization activities, crafts, songs, Montessori-type activities, dance, rhyme, mime, use of familiar stories and fairy tales which have been translated into French, etc. The puppet "Priouli" is an integral part of this early childhood education program. (Obadia, Orfali, MacKinnon 1987).

In Grades 3 to 6 there is an enriched Core French course entitled "Le Francais en Action". It is infused with Music, Art, Math, Science, Canadian Social Studies, with references to the French cultural contribution to Canada, etc. Again the emphasis is on oral French - thirty to thirty-five minutes daily, although there is a student text and workbook with creative activities of a communicative nature (Kenney, Dick, Euler, Fiddes 1987).

2. After Grade 6, students have a choice - of Core French, Grades 7 to 10, with additional French available in Grades 11 and 12 or of Single Subject Immersion, Grades 7 to 12. The latter consists of French and another subject in French.

Core French -

Within the Core French course from Grades 7 to 12, emphasis is on learning the process of interacting with Francophones in Canada, through activities of the "communicative-experiential" approach. By Grades 11 and 12, there is some formal grammar analysis and literature through anthologies.

Immersion Subject -

In the other French subject, the emphasis is on imparting content. At Junior High, the Late Immersion Social Studies courses are used. In Grade 10, the History of the Maritime Provinces is offered in French. Other extra French courses for Grades 11 and 12 are being considered for the future (e.g. Family Studies and Theatre Arts).

3. In addition to classroom experiences in French, Junior High students are exposed to French outside of school by programs sponsored by the N.B. Department of Education. These would include locally-organized 3 to 4 day French Immersion "Camps" held in Bible Camps in the off-season, with French-language activities organized from 8:00 A.M. to 10:00 P.M. There are also week-long reciprocal-visit Cultural Home-Stay Exchanges. Groups of students from French and English areas of New Brunswick are "twinned" and spend time sharing their language and culture with each other during the school year.

B. 4 Special Factors

In trying to explain the success of this three-part plan, one has to acknowledge **four special factors** at work in New Brunswick:

1. New Brunswick is a province which is unique and officially bilingual - therefore many students already have the "utilitarian" motivation to learn a second language for practical, job-related purposes.
2. Other students who may be more "people-oriented", want to learn French for "integrative" reasons in order to be able to communicate with French-speaking people who make up one-third of the population.
3. New Brunswick is blessed with a good supply of well-trained teachers possessing native or near native oral proficiency to act as excellent language models, who can link the second language with national and international events and who can help explain another culture to students (Rivers 1985).
4. The New Brunswick French Second Language curriculum is activity and communication-oriented. The second language culture is embedded in the new courses and not taught separately. The new courses teach students in French how to role-play, negotiate, interact, complain, work in small "co-operative learning" groups, examine issues and discuss viewpoints. The new curricular materials have integrated the 4 "Syllabi" of the National Core French Study - Study of Language, Experiential Activities, Culture and Tips on Language Acquisition (Poyen 1988: 1-2) (N.B. Department of Education 1989, 1990).

Even with all its strengths, New Brunswick has a limiting factor relating to second language study. Since one-third of the population in N.B. is French-speaking, French is considered to be the only practical choice for second language study in public schools.

IV. 6 Advantages of Learning a Second Language

In the U.S., there is no such limit on choice of language. With the increased American stature in the world comes an even greater need for foreign language study, and for efforts to make American students number one in the world in Math, Science, Second Languages, etc. - as envisioned in "America 2000" (Alexander 1991). There are at least six advantages to studying second languages:

1. It could be useful and interesting to the student and of strategic importance to the nation, since it would contribute to social progress and tolerance at home and to the advancement of American interests abroad.
2. The study of a second language from an early age is part of a well-rounded, balanced education.
3. It can develop "literacy", which is the ability to create or extract meaning from life.
4. It can be part of the drive for excellence and higher standards for all - but students must perceive incentives to take the challenging second language courses and to work hard at them.
5. In addition, second language study can raise the "water table" for everyone - at least state-wide or ideally nation-wide. This is an issue of equity as American demographics change. Second languages are not just for the most advantaged learners or the top twenty percent - the "fortunate fifth" - as they have been described (Greene 1989: 40-43).
6. The sixth advantage to second language study is that it can help unify the nation if students learn a shared set of cultural references via the second language (Damen 1987. Hirsch 1986).

For instance, students could discuss in Junior High School Social Studies about the Alamo in German, Japanese or Russian - if the Single Subject Immersion model were adopted.

Built into the new American curricular materials in second languages would be unifying national themes about what makes people the same and pluralistic/multicultural themes to celebrate what makes people different - e.g. the perspectives of ethnic minorities, aboriginal people and women. The American schools, through their expanded foreign language curriculum could reflect the diversity of America and the world - but still strongly contribute to American unity, national literacy and national culture.

V. Pedagogical Implications for the U.S.

Based on the New Brunswick experience, Extended Core is successful. Near Immersion results can be achieved in one-third of the time for about one-third of the students. Therefore it merits consideration. Two steps would need to be taken.

A. From the list of the world's most commonly spoken languages, choices should be made of which language should be taught, in which public school, in which part of America. For example, Chinese and Japanese (#1 and #10 respectively) would be the logical choices on the West Coast or wherever a sufficient supply of Chinese or Japanese native speakers would be located. In fact, the Japan Foundation Language Centre was established in 1991 in Santa Monica, California to foster the learning of Japanese in secondary schools. Spanish (#4)

should be considered throughout the Southern U.S. while French (#12) would be popular in states bordering on Canada. In other areas, there could be a national plan to encourage the teaching of the other leading languages such as Russian (#5), Arabic (#6) and German (#11) in keeping with the "new world order" and U.S. international aims (Met 1989: 54-58).

B. After the "list" of strategic languages to be taught in public schools is drawn up, then parallel American curricular materials in all the target foreign languages would be developed over a period of 10 years or less.

Using these grades 1 to 12 materials, for instance, an American student in a city with a large Moslem minority might study Arabic, the world's sixth most used language (Met 1989: 55). He/She would receive a typical American education in English, possibly in a magnet school.

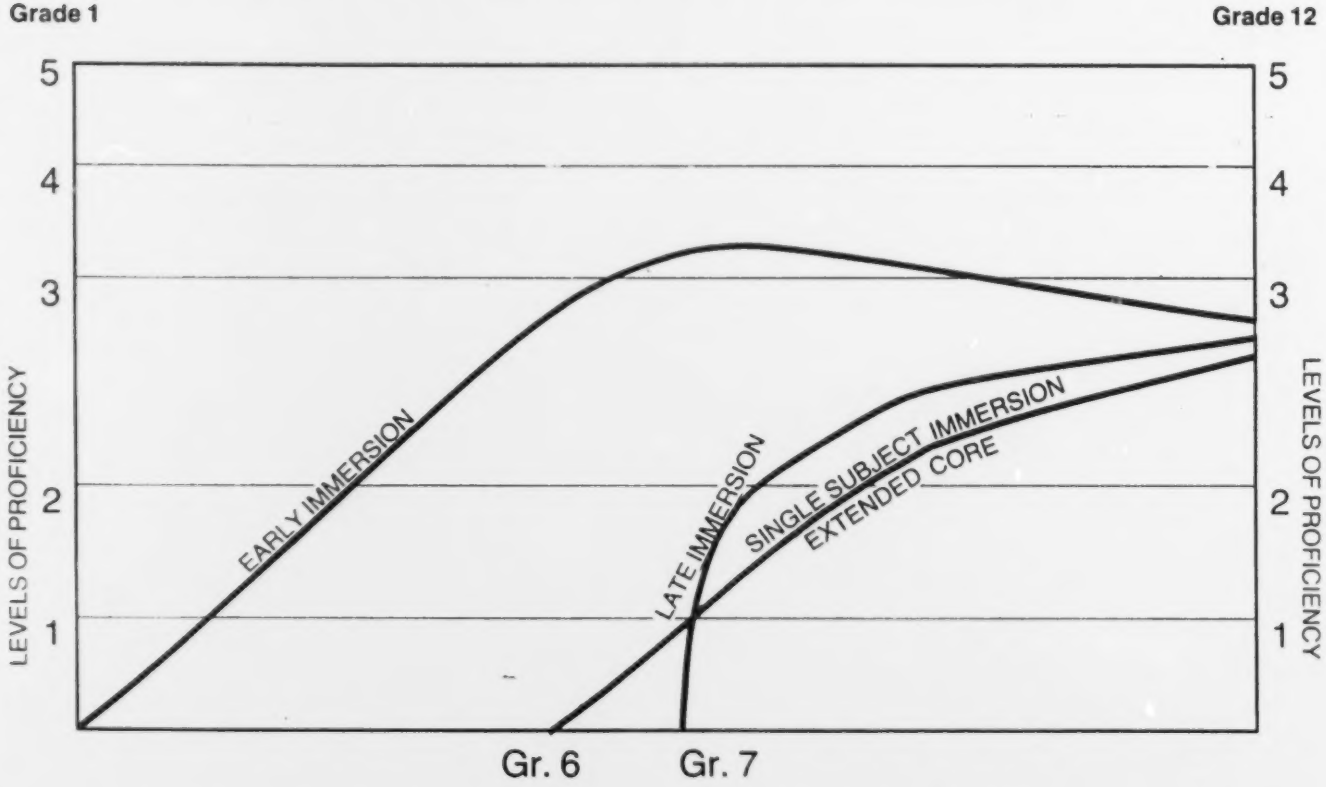
The three-part plan would be as follows:

1. In grades 1 and 2, the student would take a readiness course in Arabic to increase motivation and listening comprehension. In grades 3 to 6, the Core Arabic course would be enriched with Art, Music, Math, Science and American Social Studies with references to the Arabic cultural contribution to the U.S.
2. From grades 7 to 12, the student could opt for Core Arabic or Extended Core Arabic. If he chose the latter, he would study Arabic using new communicative-experiential materials and another subject in Arabic from grades 7 to 12. For practical purposes, perhaps the same subject should be chosen in <u>all</u> languages at <u>each</u> grade level. For example, in grade 7, a national course could be developed in early American History in Arabic, Chinese, Spanish, Russian, Japanese, French and German. In grade 12, it could be Theatre Arts, for example in all the languages.
3. In addition, every effort would be made to expose students to their target language, Arabic, outside of school (through summer camps, weekend camps, etc.) and to connect the local school with the minority group whose language is used in the area, where possible. The same three-part plan could be employed for other languages - e.g. Russian, the world's fifth most used language.

The end result would be more American citizens with higher foreign language proficiency - ready to cope with the new multicultural realities at home and with the new international realities abroad (Becker 1990: 89-90. Met 1989: 54-58). To put it in practical terms, the ordinary foot soldier at age 20 could be proficient both in combat and in Arabic through Single Subject Immersion - using only fifteen percent of his "time-on-task" from grades 1-12 to learn Arabic.

The New Brunswick public school experience shows that many graduates of Immersion, including Extended Core/Single Subject Immersion grades 7 to 12 can be ready for adult tasks in the world of work in their second language at age eighteen. This could be a useful goal for U.S. education.

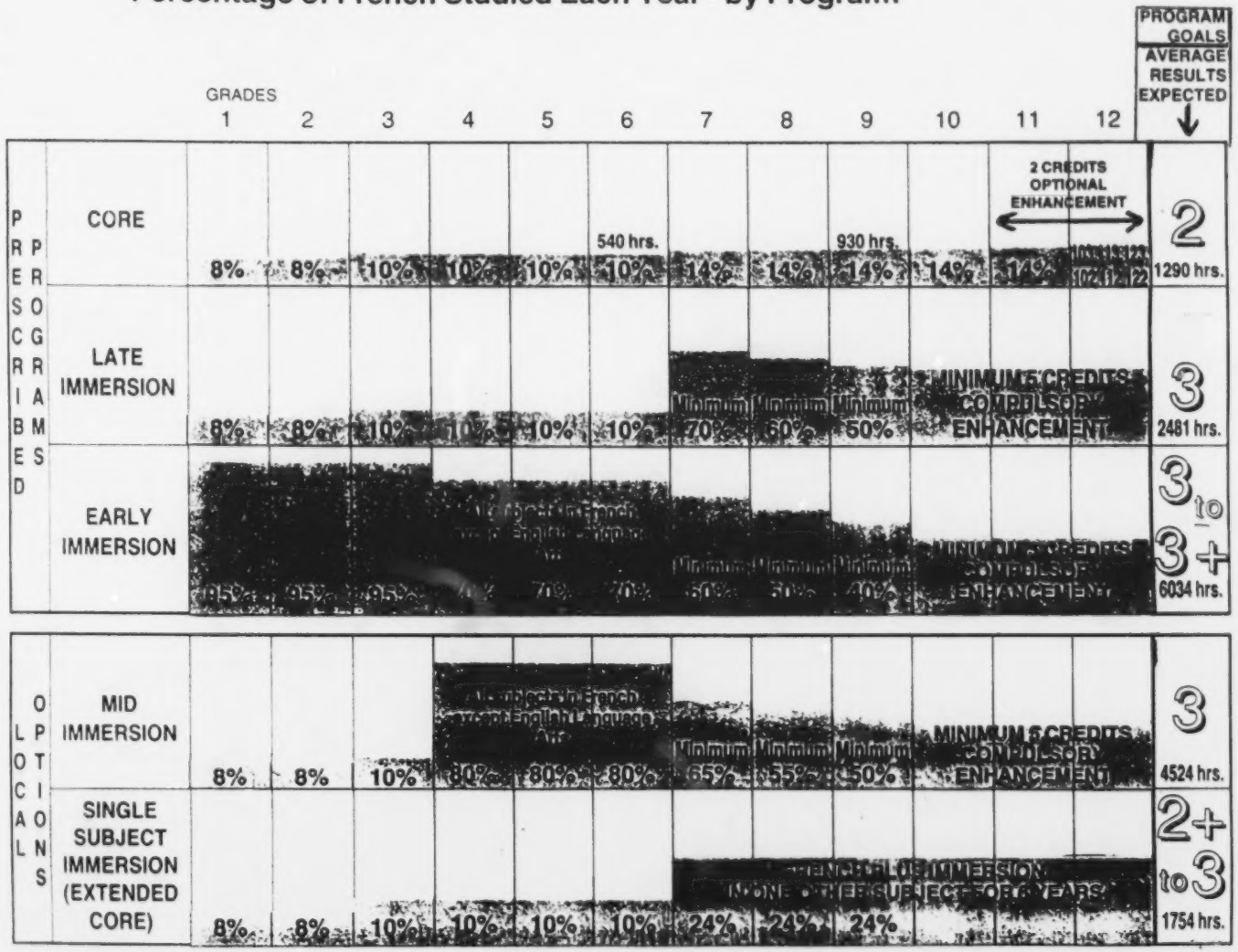
GENERAL FRENCH SECOND LANGUAGE
ORAL PROFICIENCY DEVELOPMENT



Based on N.B. statistics of oral (speaking) proficiency at the end of Grade 12 (1987, 1988) and on the article by Dr. Gilles Bibeau in LANGUAGE AND SOCIETY, Winter 1984, no. 12, published by the Commissioner of Official Languages and June 5, 1975 Report to the Council of Ministers of Education Canada - Curriculum Committee - from Second Language Task Force.

Source: NB School Districts 2001.

Percentage of French Studied Each Year - by Program:



Source - NB Dept. of Education, "Report of the Second Language Review Committee", 1980.

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APPENDIX J

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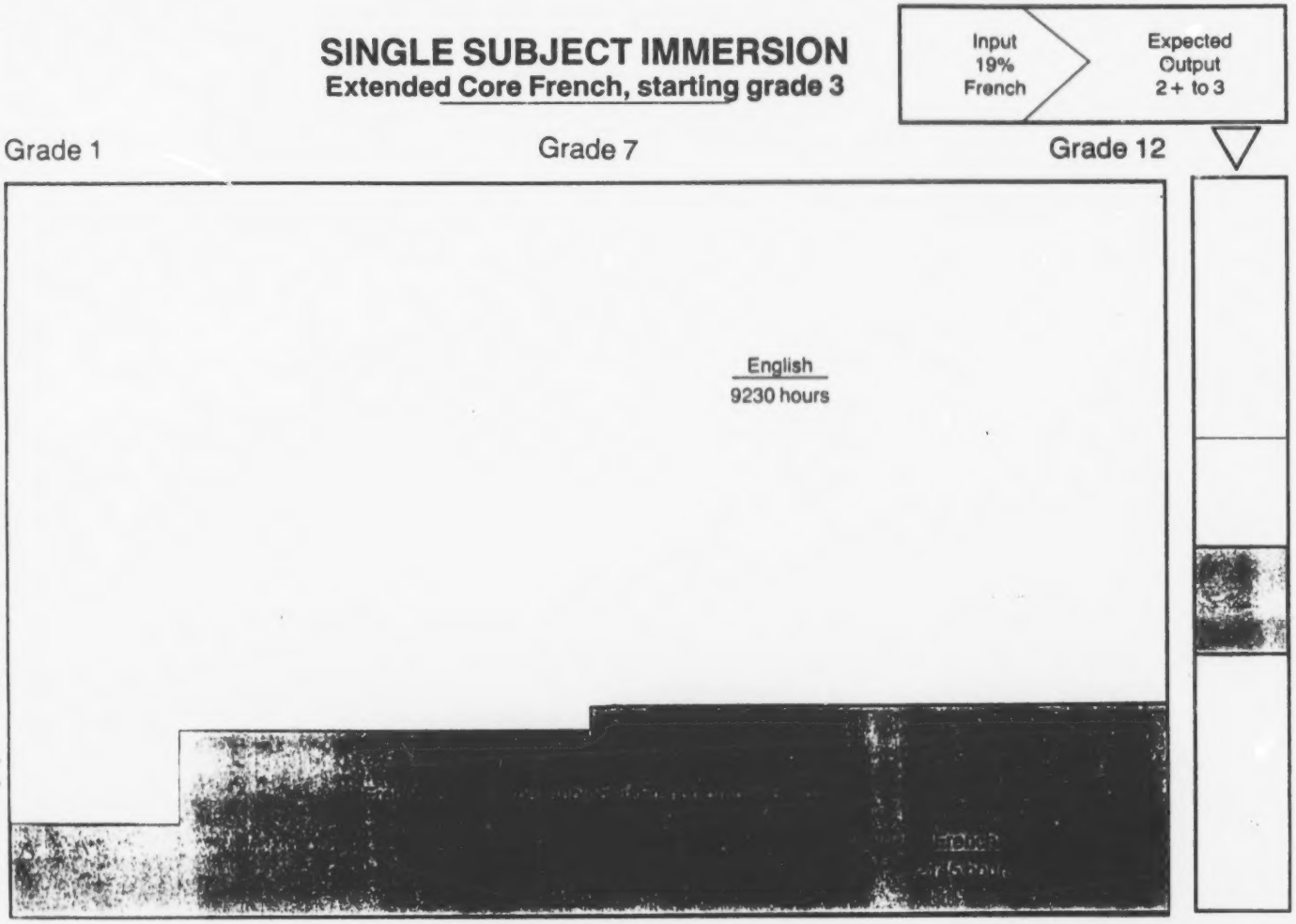
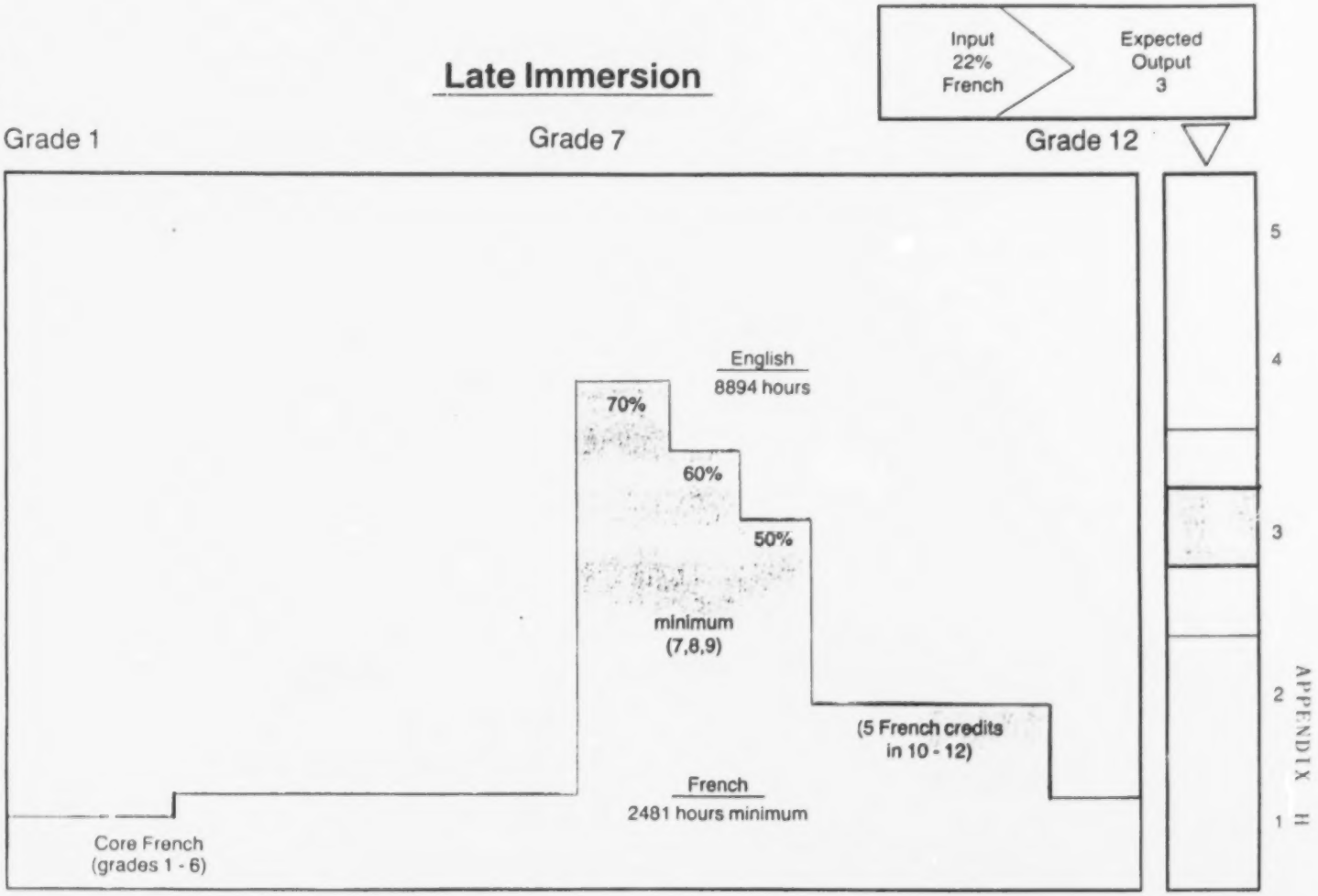
SINGLE SUBJECT IMMERSION

Extended Core French, starting grade 3



Source: NB Dept. of Education, "Report of the Second Language Review Committee", 1989.

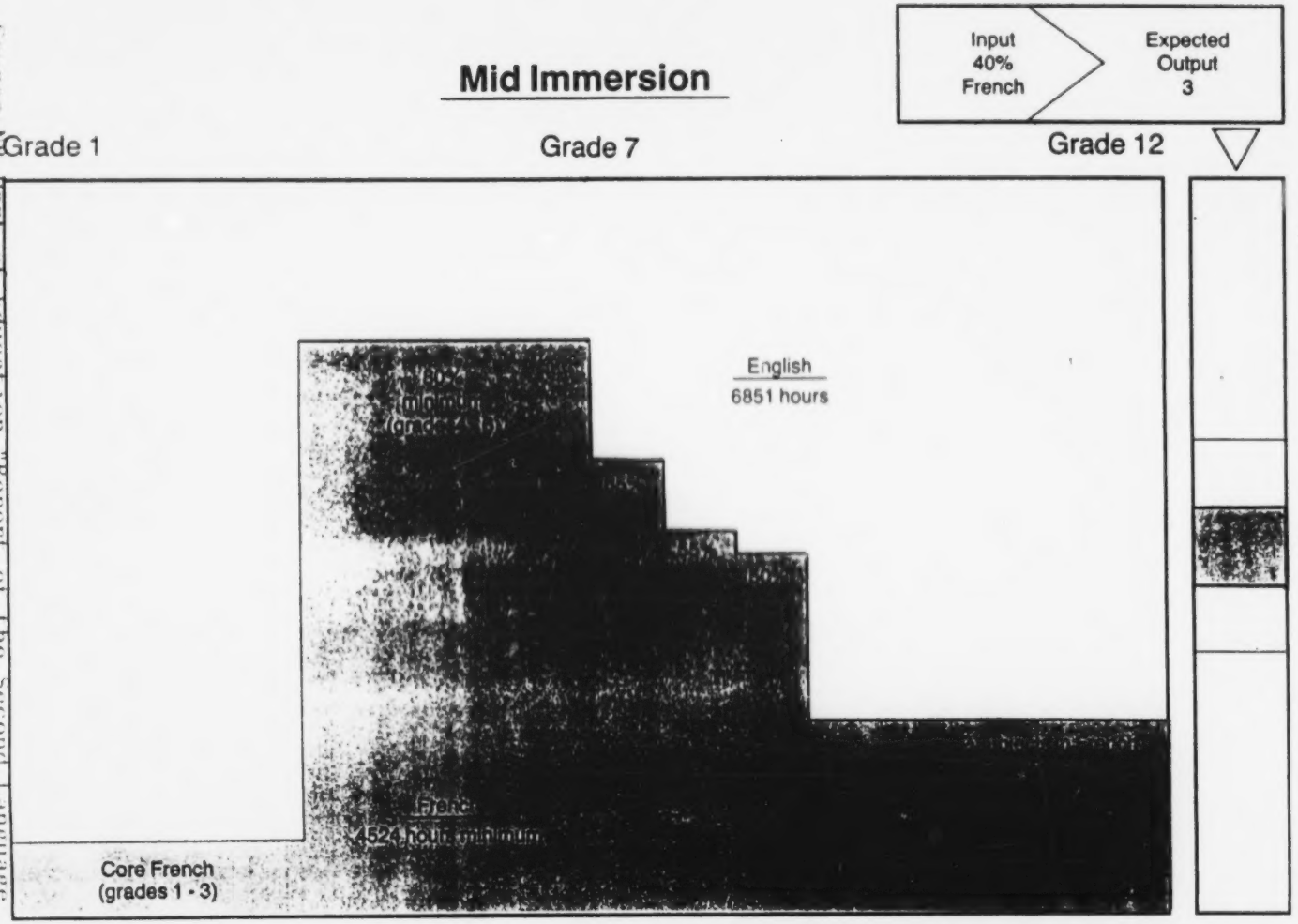
APPENDIX I



Source: NB Dept. of Education, "Report on the Second Language Review Committee", 1990.

APPENDIX H

Mid Immersion



Source: Ministry of Education, "Report of the Second Language Review Committee", 1986.

APPENDIX G

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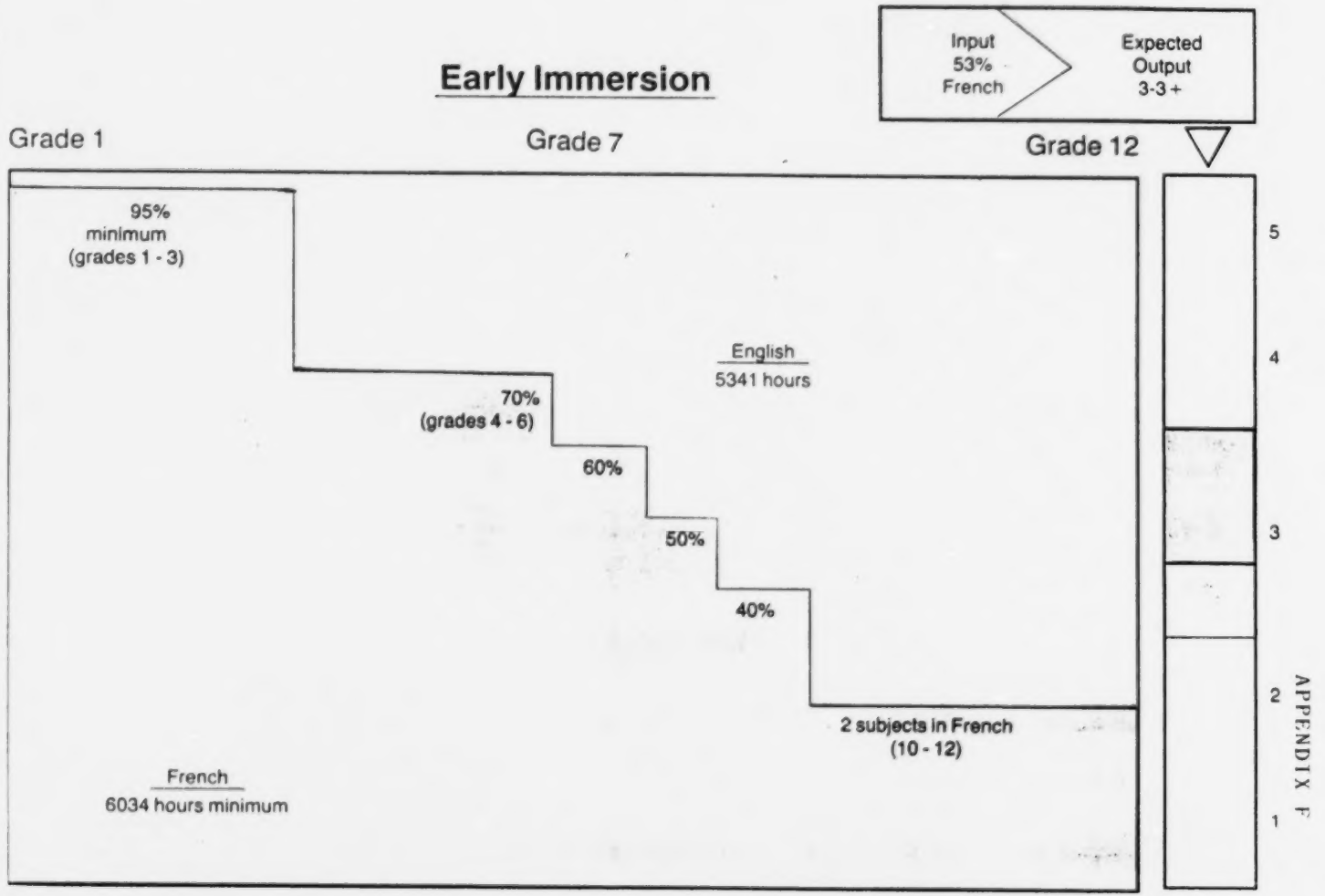

Source-NB Dept. of Education, "Report of the Second Language Review Committee", 1980.

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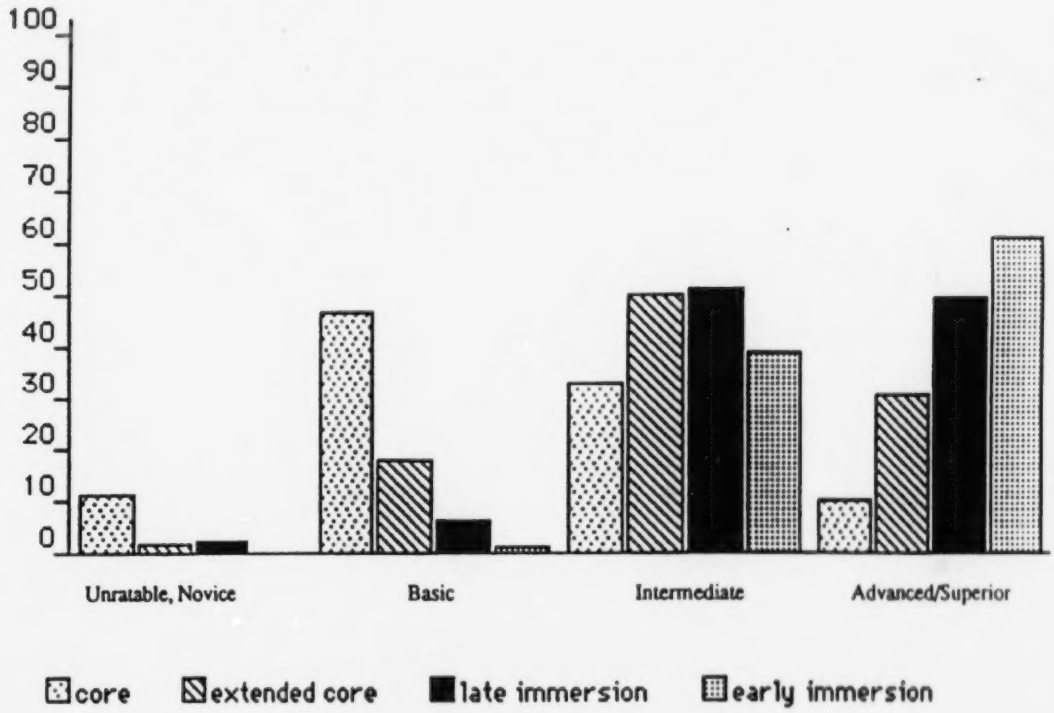
APPENDIX F

APPENDIX E

1990-91 New Brunswick Grade 12 French Oral Proficiency Ratings

TOTAL POPULATION
(condensed)



	Unratable/ Novice	Basic	Intermediate	Advanced/Superior
CORE	10.9%	46.7%	32.7%	9.8%
EXTENDED CORE	1.8%	17.8%	50.0%	30.3%
LATE IMMERSION	2.0%	6.0%	51.2%	49.7%
EARLY IMMERSION		1.3%	38.9%	61.1%

Source-Department of Education, New Brunswick

APPENDIX D

1988-89 PROVINCIAL ORAL INTERVIEW RESULTS
PERCENT OF SCORES ATTAINED BY PROGRAM BY STUDENTS IN GRADE TWELVE

	Core	Early Immersion	Late Immersion	Extended Core	Missing	Total
0	2.1 (21)	-	-	-	4.7 (25)	2.1 (46)
0+	7.8 (77)	-	.3 (1)	1.2 (1)	14.7 (78)	7.1 (157)
1	15.9 (157)	.7 (2)	.3 (1)	-	8.3 (44)	9.2 (204)
1+	27.7 (274)	.7 (2)	3.8 (13)	7.3 (6)	8.1 (43)	15.3 (338)
2	26.7 (264)	11.4 (31)	28.9 (99)	34.1 (28)	15.9 (84)	22.8 (506)
2+	11.8 (117)	36.3 (99)	40.2 (138)	24.4 (20)	24.0 (127)	22.6 (501)
3	6.1 (60)	42.5 (116)	20.4 (70)	26.8 (22)	19.8 (105)	16.8 (373)
3+	1.6 (16)	7.0 (19)	5.5 (19)	6.1 (5)	3.2 (17)	3.4 (76)
4	.3 (3)	1.5 (4)	.6 (2)	-	1.1 (6)	.7 (15)
4+	-	-	-	-	-	-
5	-	-	-	-	-	-
	100 (989)	100 (273)	100 (343)	100 (82)	100 (529)	100 (2216)

Source-Department of Education, New Brunswick

APPENDIX C

Oral Proficiency Interview Scores by Program
Provincial Percentages
1988
Grade 12

Program	Core	Early Imm.	Late Imm.	S.S.Imm. Ext. Core	Part. Imm.
No. of students tested	(1049)	(328)	(316)	(88)	(35)
Score					
0	0%	0%	0%	0%	0%
0+	6.4%	0%	0%	0%	0%
1	19.5%	.6%	0%	8.0%	2.9%
1+	39.5%	7%	9.8%	17.0%	0%
2	24.9%	22.3%	29.4%	28.4%	22.9%
2+	12.2%	42.7%	32.3%	17.0%	28.6%
3	4.6%	22.3%	24.4%	20.5%	25.7%
3+	2.6%	5.7%	3.2%	6.8%	0%
4	0%	1.5%	.9%	2.3%	0%
4+	0%	3%	0%	0%	0%

Grade 10
Oral Interview Scores by Program

Program	Core	Early Imm.	Late Imm.	Ext. Core	Part. Imm.
No. of students tested	(4445)	(572)	(687)	(125)	(57)
Score					
0	2.3%	0%	.3%	0%	41.9%
0+	32.5%	0%	0%	.5%	0%
1	33.8%	.2%	3.6%	12.0%	1.8%
1+	18.7%	1.4%	23.1%	24.0%	8.8%
2	8.5%	46.3%	44.5%	39.2%	24.6%
2+	3.0%	29.7%	22.3%	18.4%	19.3%
3	1.0%	10.0%	5.4%	4.0%	1.8%
3+	.1%	2.1%	.8%	2.8%	1.8%
4	.1%	.2%	.1%	.8%	0%
4+	0%	0%	0%	0%	0%

Source - Department of Education, New Brunswick

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APPENDIX B

Oral Proficiency Interview Scores by Program
Provincial Percentages
1987
Grade 12

Program No. of students tested Score	Core (1115)	Early Imm. (224)	Late Imm. (316)	S.S.Imm. Ext. Core (36)	Part. Imm. (38)
0	3.5%	5.8%	0%	0%	7.9%
1	18.7%	.4%	.6%	0%	5.3%
2	23.3%	19.2%	24.4%	30.6%	28.9%
2+	13.2%	50.0%	37.8%	22.2%	36.8%
3	8.2%	21.0%	29.3%	30.6%	21.1%
4	0%	0%	0%	0%	0%

Note that Ext. Core students, provincially and in Dist. 30 & 31, score at level 3 (from 20% to 30% of them).

Grade 10
Oral Interview Scores by Program

Program No. of students tested Score	Core (3417)	Early Imm. (478)	Late Imm. (412)	Ext. Core (115)	Part. Imm. (57)
0	8.9%	5.2%	.3%	21.7%	5.6%
0+	28.8%	6%	0%	5%	0%
1	30.6%	.8%	1.2%	10.4%	5.6%
1+	18.3%	8.4%	38%	23%	7%
2	9.4%	33.5%	34.0%	27.0%	55.6%
2+	3.2%	2.3%	35%	15	%
3	.6%	7.9%	11.9%	1.7%	5.6%
3+	1%	3%	2%	0	0%
4	.1%	0%	0%	0%	0%
4+	0%	0	0%	0	0%

Source - Department of Education, New Brunswick

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APPENDIX A

ORAL PROFICIENCY LEVELS

Level 5	**Speaking proficiency equivalent to that of an educated native speaker.** Has complete fluency in the language such that his speech on all levels is fully accepted by educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references.
Level 4	**Able to use the language fluently and accurately on all levels normally pertinent to professional needs.** Can understand and participate in any conversation within the range of his experience with a high degree of fluency and precision of vocabulary; would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations; errors of pronunciation and grammar quite rare; can handle informal interpreting from and into the language.
Level 3	**Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.** Can discuss particular interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that he rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding and rarely disturb the native speaker.
Level 2	**Able to satisfy routine social demands and limited work requirements.** Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e., topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, though often quite faulty, is intelligible; can usually handle elementary control of the grammar.
Level 1	**Able to satisfy routine travel needs and minimum courtesy requirements.** Can ask and answer questions on topics very familiar to him. Within the scope of his very limited language experience can understand simple questions and statements, allowing for slowed speech, repetition or paraphrase; speaking vocabulary inadequate to express anything but the most elementary needs; errors in pronunciation and grammar are frequent, but can be understood by a native speaker used to dealing with foreigners attempting to speak his language. While elementary needs vary considerably from individual to individual, any person at level 1 should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time.

Source-Liskin-Gasparro,Judith E.,"The ACTFL Proficiency Guidelines:Gateway to Testing and Curriculum",Foreign Language Annals,17,No.5,1984:475-489.

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